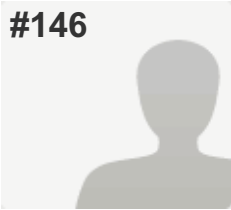**#146**

COMPLETE

Collector: Web Link 1 (Web Link)
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Q1: Name of School District: Union Community

Q2: Name of Superintendent   Mr. Neil Mullen

Q3: Person Completing this Report   Pamela Schmidt

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Q4: 1a.Local TLC Goal

Attract able/promising new teachers and retain effective teachers

Q5: 1b. To what extent has this goalbeen met?

(no label)   Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We have been able to retain 95% of our K-12th teachers even though we have had declining enrollment. Five percent left this year for jobs closer to their families or to further their careers. We have been able to move a teacher from one building to another. We advertised two positions and 18 applied for the 6th-7th position and 4 applied for the counselor position. Both are able and promising additions to our staff. Written exit interviews were conducted with those leaving and data will be considered by TLC team and administration. Areas of strength from the exit interview/surveys were: Union prepared them and supported them with their curriculum, satisfaction with facilities, were respected. Areas for improvement include: communication, professional development for specials' areas, technology tools and resources available.

Q7: 2a.Local TLC Goal

Promote collaboration among teachers

Q8: 2b. To what extent has this goalbeen met?

(no label)   Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Union has a history of collaboration of teachers helping teachers within many committees, K-5th PLCs, and 6-12th AIW groups. This year, Instructional Strategists and Technology Integrationist collaborated with 47 teachers out of 102 in formal coaching cycles (4-6 week cycles) and informally with many more. K-5 Coordinators and Coaches participated in learning labs, classroom observations, and facilitated monthly grade-level collaboration meetings. All K-5 teachers participated in weekly PLCs. All 6-12 teachers collaborated in AIW scoring teams and participated in Growth Mindset book study. K-12 teachers collaborated quarterly around IPI data. According to the End of the year TLC survey, 85% responded "yes" to whether the TLC program was successful in reaching our TLC vision, "To develop a systematic support and collaborative professional learning environment."

Q10: 3a.Local TLC Goal

Reward professional growth and effective teaching.

Q11: 3b. To what extent has this goalbeen met?

(no label)   Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

90% (18 out of 20) of our teacher leaders chose to remain in their TL positions. Two teachers applied for the two openings. Our 1st and 2nd year teachers no longer need mentors, therefore, our five mentors completed their TL positions. Union has a long tradition of teachers voluntarily participating on committees (SINA, math, literacy, technology, professional development, IPI, PBIS, etc.) and they continue to do so. Teacher Leaders were given multiple opportunities to attend professional learning opportunities that aligned with their position and all the K-5 leaders met monthly to collaborate and support each other in helping teachers. No formal exit interviews or surveys were conducted. Instead all Teacher Leaders provided a written reflection on their responsibilities and how well they met them, how their TL position helped improve student achievement by strengthening instruction, what they would do differently, and their goals for next year. One of the teachers stepping away from her position stated that the information and instruction she received working with other K-5 coaches during their meetings were not wasted since it enhanced her teaching and she will continue to use those skills. One Teacher Leader who is continuing in her position stated: "The TLC program and this position are definitely working to improve instruction and student achievement. The network of teachers helping teachers is growing daily. By supporting each other we are learning great tools to take back into our classrooms and student learning is the reward. Reflection is a powerful tool and so is the willingness to try something new while being supported by coaches, strategists, and staff." At the end of the year, 64% of the staff completed a TLC Program evaluation. Overall the responses were very positive and suggestions will help to improve Union's program. For instance, teachers were asked if the TLC program was successful in reaching our TLC vision (To develop a systematic support and collaborative professional learning environment). 85% responded "yes" and "15 responded "no". All 2016-17 teacher leaders met in August and reviewed their reflections and/or reflections of those not returning and the TLC surveys completed by staff. The leaders identified what they should be continued and what should be strengthen.

Q13: 4a.Local TLC Goal

Improve student achievement by strengthening curriculum and instruction

Q14: 4b. To what extent has this goalbeen met?

(no label)   Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

First, we identified way too many measures which by themselves cannot truly measure the impact/effectiveness of TL especially with only one year of implementation. Second, due to the implementation of new curriculum materials and many professional development opportunities by consultants, it would be impossible to state that TL directly and solely improved student achievement. Third, the coaching cycles focus were chosen by the teachers and may or may not have led to growth in standardized measures. Therefore, as we look at our measures to determine impact/effectiveness of this goal, we realize many are not the correct measures so we are not reporting out on the following measures: Iowa Assessment, MAP, FAST and ACT. Until we have formalized district formative and summative assessments, we are unable to supply any data. We are working on consistent walk-through and observation data but we are not there yet. SINA status stays the same as last year but it was determined by AYP data and we have not heard from the state as to

what our AYP data is. We will be reassessing our measures with the administration and teacher leaders and will submit a change request. More than likely we will include FAST.

We should have listed teacher surveys and data collection from the coaching cycles in our measures. Our TLs were highly involved in impacting instructional implementation as resources and support for teachers who needed additional support as they implemented the new curriculum, AIW, and technology integration. They were directly involved in planning and presenting professional development. Some responses on our TL survey are: "I was able to work with the instructional strategist to improve the teaching in my classroom. I wanted to try new things such as centers and collaborative groups." "There were many teacher leaders who served in multiple capacities. They worked hard to support the classroom teachers regarding various aspects of improving practices."

An analysis of our Instructional Practices Inventory indicates we have made progress and some work yet to do. Our teacher leaders along with our volunteer IPI leaders will be instrumental in helping with this:
Dysart-Geneseo Elementary IPI Comparison: Student Active Engaged Learning - higher in 2015-16 with an average of 22.13% and 2013-14 being an average of 14.83%.
Student Learning Conversations - very similar but a bit higher in 2013-14 (average was 10.91%) while 2015-16 was 7.93%. Teacher-Led Instruction - scores in both years are mostly in 30%-range Complete Disengagement - scores between years are similar in both years (overall average is higher in 2015-16: 4.05% and in 2013-14: 2.67% - however last data collection day in 2015 was a bit high -also known as not a typical day)

La Porte City Elementary IPI Comparison: Student Active Engaged Learning - much higher overall in 2015-16. Student Learning Conversations - similar in both years (average in mid-teens). Teacher-Led Instruction - very similar in both years (mostly 40% range). Complete Disengagement - much less in 2015-16 - 2.5% in 2013, and average in 2015-16 was below 1%.

Union Middle School IPI Comparisons: Student Active Engaged Learning went down from 2.61% in 2013 to 1.19% in 2015. Student Learning Conversations went down from 4.35% in 2013 to 2.38% in 2015. Teacher-Led Instruction went down from 46.09% in 2013 to 45.24% in 2015. Student work with Teacher Engagement stayed about the same from 39.13% to 39.29%. Student work with Teacher not Engaged went up from 7.83% in 2013 to 9.52% in 2015. Complete Disengagement also went up from 0.00% in 2013 to 2.38% in 2015.

Union High School IPI Comparison: Student Active Engaged Learning scores improved greatly from 2.44% to 13.91%. Student Learning Conversations scores also improved from 1.63% to 6.96%.Teacher-Led Instruction scores went up slightly from 35.77% to 36.52%. Student Work with Teacher Engaged scores went down from 39.84% to 32.17%. Student Work with Teacher not Engaged scores also went down from 10.57% to 5.22%. Complete Disengagement scores also went down from 9.76% to 5.22%.

The following data from the comparison of our Fall 2015 to Spring 2016 AIW Configuration Map shows growth in the areas of focus this year. Our AIW Teacher Leader Coordinators attended many training sessions and have been instrumental in planning and facilitating professional development for our 6th-12th teachers.

20.5% Fall to 47.6% Spring – Full Implementation: Provides appropriate, deep learning opportunities for students to focus on concepts, themes, or problems.
18.2% Fall to 40.5% Spring – Full implementation: Understands and utilizes disciplinary processes associated with content area and uses them in lessons.
29.5% Fall to 45.2% Spring – Full implementation: Structures classroom instruction to facilitate frequent substantive conversation and peer collaboration that includes open-ended dialogue relevant to the discipline.
29.5% Fall to 59.5% Spring – Full implementation: Embeds cognitive operations (organization, interpretation, analysis, synthesis, and evaluation) to maximize higher order thinking in instruction and tasks.

According to the End of the year TLC survey, 90% responded "yes" to whether Instructional Strategists were involved in PD.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: **5a.Local TLC Goal**

Technology Integration

Q17: **5b. To what extent has this goalbeen met?**

(no label)   Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

An analysis of our Clarity Survey (2014-15 comparison to Spring 2016) saw increase gains in some areas of technology and some marginal gains in others.
Here are some examples of our gains:

Elementary statistics:
Category: Teacher-reported frequency of student computer use in the classroom:
Almost Daily 2014-15 0% vs. 2015-16 71%. The reason for this huge jump is because each elementary classroom now has 4 Chromebooks for student usage.

Category: Elementary students are asked to collaborate online with classmates
Weekly: 2014-15 0%   vs. 2015-16 14%
Monthly: 2014-15 0% vs. 2015-16 19%. The reason for this increase is due to the fact that more students are sharing documents with each other on Google Drive.

Category: Elementary students are asked to collect and analyze data
Weekly: 2014-15 0%   vs. 2015-16 47%
Monthly: 2014-15 0%   vs. 2015-16 43% The reason for this increase is because students now have a variety of web resources to research. Symbaloo is a web tool that students use to easily locate and explore new data.

High School and Middle School statistics:

Category: Teacher-reported frequency of student computer use in the classroom
Almost Daily 2014-15 50% vs. 2015-16 55% We saw a moderate gain in this area. Most of it coming from the High School, because they are in their 2nd year of 1:1. We expect to see increased percentages next year, because our middle school is going 1:1 this fall (2016-17 year).

Category: Students are asked to collaborate online with classmates
Weekly: 2014-15 40%   vs. 2015-16 45%
Monthly: 2014-15 20% vs. 2015-16 29%. Again we saw some conservative gains here as more and more teachers are asking students to share Google Docs. and blogging.

Category: Students are asked to conduct research
Weekly: 2014-15 45%   vs. 2015-16 47%
Monthly: 2014-15 38% vs. 2015-16 40%. Modest gains here.

Category: Students are asked to conduct experiments or perform measurements
Weekly: 2014-15 20%   vs. 2015-16 24%
Monthly: 2014-15 30% vs. 2015-16 36%. With our PD initiatives, more teachers are using authentic assessments.

Overall Data Highlight:
59% of students say teachers regularly ask them to collect and analyze data.

Technology Integrationist conducted coaching cycles usually lasting 4-5 days where he demonstrated modeled and educated teachers: La Porte City Elementary – 8 teachers, Dysart-Geneseo Elementary – 6 teachers, Union Middle School – 4 teachers, and Union high school – 6 teachers. He also helped plan and facilitated technology professional development during PD scheduled times and other one-on-one, small group and building sessions during the contract day. He often started with one teacher who then shared with others and the teachers-helping- teachers continues to spread. According to the End of the year TLC survey, 95% responded "yes" to whether the Technology Integrationist was involved in PD.

Our plan included Unit plans being a way to evaluate the integration of technology, as well as, monitoring the implementation of AIW. From the AIW Configuration Map the 6th-12th teachers completed and the informal observations during AIW scoring, it was evident the teachers were not ready to move into the Unit Plans that we had wanted to implement. While we know more and more K-12 teachers are integrating technology into their lessons/units, we did not collect unit plans to gather the data.

Q19: 6a.Local TLC Goal	*Respondent skipped this question*

Q20: 6b. To what extent has this goalbeen met?   *Respondent skipped this question*

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)   *Respondent skipped this question*

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

On August 9, 2016 our teacher leaders and administrators are going to meet to go over the staff survey results and the reflections of the teacher leaders which included suggestions for improvement next year. Based on that collaborative discussion, we will determine improvements in our TL program, how the system can better support the program, and how we will be able to measure impact/effectiveness more accurately.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Sample comments from TLC survey: "Being able to observe _____ gave me the opportunity to learn from her many years of experience. Having her present in the room when I taught was helpful in a couple ways: she was able to give me constructive feedback about how best to teach a skill, and together, we were able to check progress of struggling students much more effectively." "It was great to have people to help when I needed it." "It really helped with the implementation of Benchmark Literacy." "Tech integration was beneficial." "The feeling I got when working with TLC was one of mutual respect and genuine helpfulness. It felt collaborative and never evaluative." Having the coaching cycles were very helpful with giving supports for the curriculum and having a chance to collaborate with the TLC staff. "We all worked together on lots of initiatives and I saw more communication between buildings than ever before." "I worked with ___ to build a system for organizing and implementing running records for our grade level. It was very beneficial." "The tech strategist suggested various sits and programs that could help in my language arts class." "He was able to share the speech to text for my students who have trouble typing papers on the computer." "They worked hard to get our new reporting out system in place. They coordinated the meetings and kept things going. They were well organized and a lot of work was done ahead of time in order for that to happen. A manual was written in which certain things were laid out that we had to follow and other things that were suggestions for us to use. They helped to plan and organize PD days when it had to do with their area. PLC Coordinator did a good job letting us know wha we should be working on in our PLC meetings" "I was able to talk to ___ &___ and get involved in conversations about how to adjust for different students, in both learning abilities and enthusiasm."

Q24: **Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.